

CHAPTER I

INTRODUCTION

A. Background of the Study

As reported by Education For All (EFA) Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education realized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) launched in New York, Educational Development Index (EDI) stated that Indonesian Educational Quality ranked 69 of 127 countries in the world.

This, of course, becomes a great concern and an important note of both the government and the teacher having an important role in learning process either in the school or in the higher educational intuition. This case should also aware us that the educational management system in Indonesia is not good enough. Thus, it is necessary to develop the good management system. Specially, for the teacher they must be able to master the knowledge of instructional management.

Instructional management is a management that focuses on teaching and learning process and has function to create good environment in student learning activity so that the predetermined objective by the teacher can be reached. The instructional fruitfulness will give enormous contribution to the educational quality in Indonesia. Therefore, it can be seen that the quality of education is strongly determined by how the teachers manage their learning.

It is also important to realize that the students come into the classroom for the first time with passive environment, but this environment will change into dynamic depending on how the teacher brings them into an active learning environment. Hence, the responsibility of teachers to motivate and generate the autonomous learning student is very necessary to keep the sustainability of active learning.

Along with the advance of Information Communication and Technology (ICT), several researches indicated that technology's use in the classroom can have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use (Ringstaff & Kelly in Pitler, et al., 2007). Applied effectively, technology implementation not only increases student learning understanding and achievement but also augments motivation to learn, encourages collaborative learning, as well as supports the development of critical thinking and problem-solving skill (Schacter & Fagno Kelly in Pitler, et al., 2007).

One model of distance learning implementations is blended learning model. Blended learning model refers to learning model that combines traditional classroom practice (face-to-face) with e-learning solution (online learning). The students, here, are encouraged to improve their knowledge by utilizing technology including computers, electronic mail (e-mail), preparing electronic documents, blogs, teleconference, and more. By a blended

learning, students participate in lesson and communicate with the teacher and other students by using ICTs.

As mandated by the Government Regulation No. 14 in the year 2005 and No. 37 in the year 2009 concerning lecturer and teacher, those express as a professional educator and scientist with the primary task is to transform, develop, and disseminate science, technology, and the arts through education, research, and community services.

Moreover, in the implementation of Regulation No. 20 in the year of 2003 regarding National Education System and the Ministerial Decree No. 107/U/2001 concerning Distance Higher Education in more specifically allow the education in Indonesia to implement education through Distance Higher Education by utilizing Information and Communications Technology (ICT). This means that the government gives support for carrying out the distance learning.

Parepare is a small highland-coastal city in [South Sulawesi](#), [Indonesia](#), located on the southwest coast of [Sulawesi](#), about 155 km (96 miles) north of the provincial capital of [Makassar](#). It is a port town whose major population is the [Bugis](#) people. The city has a population of 130,563 people consisted of 64,120 males and 66, 443 females, according to a 2011 estimate.

Moreover, the city is also known as transit town bordering with Pinrang Regency in the north, Sidrap Regency in the east, Barru Regency in the south, and the Makassar Strait in the west. In 2012, according to the statistic

data of Badan Pusat Statistik Parepare, there are 9 higher educational institutions namely, UMPAR, STAIN, STIE AMSIR, STIH AMSIR, ASMI AMSIR, STAI DDI, PGSD UNM, AKPER FATIMA, and AKPER DINKES.

Universitas Muhammadiyah Parepare (UMPAR) is the largest higher education which is located on Jalan Jenderal Ahmad Yani KM 6 in Parepare and has the number of students 5,715 and 102 lecturers, which are divided into six faculties. Formerly, the university was established in 1963 with name STKIP and changed to be Universitas Muhammadiyah Parepare (UMPAR) in 1999. UMPAR as one of private universities in South Sulawesi has succeeded to develop 6 faculties for undergraduate with 12 study programs and 3 study programs for postgraduate (www. evaluasi.dikti.go.id, 2011)

The six faculties are Faculty of Teaching and Education (FKIP) consisting of three study programs, Faculty of Economics (FEKON) consisting of two study programs, Faculty of Health (FIKES) consisting of one study programs, Faculty of Islamic Study (FAI) consisting of four study programs, Faculty of Agriculture (FAPETRIK) consisting of four study programs and faculty of Engineering (FTEK) consisting of three study programs ([www.umpar.co. id](http://www.umpar.co.id)).

By 2010, UMPAR had provided Information Communication and Technology (ICT)-based facilities that can support the distance learning process, such as building ICT- based language laboratory, ICT-facilitated microteaching room and providing multimedia- based classroom. As a result,

it really ensures for the teachers to carry out the distance learning, especially blended learning model.

Based on the data gained from UMPAR, the English Department is the department which is under the auspices of FKIP with the number of students is around 751 and they are being educated by approximately 23 lectures. It means that the ratio between lecturers and students is imbalance. It, then, creates a chaotic management in this department.

This was really realized by one of the English teacher at English Department of Universitas Muhammadiyah Parepare that she needed to implement a leaning model that can tackle that problem. By her broad understanding of ICT, she tried to apply a learning model which combined a classroom meeting and an online course in her teaching. This information was gained from the teacher via telephone that since 2011, she implemented blended model in her teaching.

One of the subjects applied in blended learning model was learning grammar. This subject was one of linguistic materials of several linguistic materials such as phonology, morphology, and syntax which she handled in his blended learning. However, grammar became interesting subject for the researcher to be investigated. The priority reason was owing to study field of grammar referred to the school of grammar including traditional grammar, structural grammar, transformational generative grammar and tagmemic analysis.

To support the investigation, the researcher did pre-observation by searching information from the student who she taught via telephone and social online media or facebook. The observation result obtained that the implementation of blended learning of grammar has been started since 2011.

According to the student, the learning model had given many positive impacts to them. Most of all gave the awareness to the student how to build independent and long-life learning and expand their knowledge wider. For the reason that the learning process did not only take place in the classroom but also everywhere providing the ICT-based media is still with them.

Based on the above reason, the research felt very important and interested to conduct a research regarding blended learning of grammar. Therefore, the title is **MANAGEMENT OF ICT-BASED BLENDED LEARNING OF GRAMMAR AT ENGLISH DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH PAREPARE: A MICRO-MICRO ETHNOGRAPHY STUDY.**

B. Focus of the Study

Based on the background above, the writer focuses on how the management of ICT – based blended learning of grammar at the English Department of Universitas Muhammadiyah Parepare.

The previous major problem is dissected into the following detailed scrutiny:

1. How is the planning of ICT-based blended learning of grammar? This includes the questions:
 - a. How to organize the instructional materials?
 - b. How to select the instructional media?
 - c. How to determine the instructional method?
2. How is the implementation of ICT-based blended learning of grammar? This involves the questions:
 - a. How to organize the instructional activities?
 - b. How to manage the instructional environment?
 - c. How to direct the student in instructional activities?
 - d. How to control the student achievement?
3. How is the evaluation of ICT-based blended learning? This includes:
 - a. What the standard used in assessing the learning achievement?
 - b. What is the model used in evaluating the learning achievement?

C. Objective of the Study

This study aims to describe the meaningful object in ICT – based blended learning management of grammar at the English Department of Universitas Muhammadiyah Parepare. Specifically, this study aims to describe:

1. The planning of ICT-based blended learning. This includes:
 - a. The organization of instructional material

- b. The selection of instructional media
 - c. The determination of instructional method
- 2. The implementation of ICT-based blended learning of grammar. This includes:
 - a. The organization of instructional activities
 - b. The instructional environment management
 - c. The student directing in instructional activity
 - d. The controlling of the student achievement
- 3. The evaluation of ICT-based blended learning of grammar. This includes:
 - a. The standard used in assessing the student achievement
 - b. The model used in evaluating the student achievement

D. Benefit of the Study

This paper has several benefits that can be useful for writer himself and for others. There are two kinds of benefit, namely: theoretical and practical benefits.

1. Theoretical Benefit

- a. For researcher himself, the study improves the researchers' knowledge of teaching and learning process in order to get more effective teaching.

- b. For other researchers, the result of the study can be used as reference for the students who want to conduct a research in teaching and learning process.

2. Practical Benefit

- a. For policy maker, especially related to the teaching of English, the result of the research can become consideration material to support the implementation of ICT-based blended learning.
- b. For a teacher, the result of this study can be used as guide to create an interesting, effective and efficient learning so it can build the student's awareness and motivation to learn independently.